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January 1999



Social Studies 33

Grade 12 Diploma Examination

Alberta
EDUCATION

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January 1999
Social Studies 33
Grade 12 Diploma Examination

Description

This examination consists of

- 60 multiple-choice questions, worth 60% of the total mark
- 4 writing assignments, each worth 10 marks, for a total of 40% of the exam mark

Time: 2 ½ hours. This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Instructions

Multiple Choice

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The currency used in Canada is the

- A. peso
- B. mark
- C. pound
- D. dollar

Answer Sheet

(A) (B) (C) ●

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

Writing Assignments

- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Recommendation: The multiple-choice questions and source material that precede each writing assignment may assist you in composing your written work. Read each writing assignment **before** you complete the related questions.

Evaluation: Your writing assignments will be evaluated for

- Ideas and Support
- Communication of Ideas

Additional Instructions For Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.



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Section One: Economic Systems

Economic decisions made by governments affect your quality of life.

**Questions 1 to 15 and Writing Assignment I
focus on economic systems and issues.**

1. In the Canadian mixed economy, there is a significant level of government ownership of
 - A. retail stores
 - B. alcohol production
 - C. health-care facilities
 - D. manufacturing production
2. For retail store owners, rising unemployment is a problem because
 - A. government spending will decline
 - B. consumer spending will decline
 - C. workers' wages will decrease
 - D. inflation rates will increase
3. A large corporation recently asked its employees to accept cuts in wages and benefits.

The corporation's public explanation for this action would **most likely** be that the corporation needs to

- A. penalize workers for a lack of productivity
- B. increase the salaries of upper-level management
- C. maintain competitiveness in the international marketplace
- D. reduce the corporation's reliance on sales to foreign markets

Use the following newspaper article to answer questions 4 and 5.

New York Banks Try to Stem Wall Street Panic

OCTOBER 29, 1929—The crisis that has hit the New York stock market during the past few days reached epic proportions today. By the end of trading, 16,410,030 sales had taken place, driving the Dow Jones index down rapidly a further 43 points and wiping out the unprecedented stock market gains of the past year. Financial leaders had hoped that by pooling resources they could arrest the decline. Yesterday, however, four days after their collective effort, prices began to slide steeply again. Out-of-town banks are estimated to have withdrawn over \$2 billion (£1 billion) from Wall Street. The nerves of the New York banks are strengthening — they have increased their lending by some \$1 billion (£540 billion) to prevent a money panic.



—from *On This Day*

4. The article describes the stock market crash of 1929 that resulted **mainly** from
 - A. a lack of investor confidence in the value of company shares
 - B. high levels of foreign investment in the American economy
 - C. a drop in the prices of manufactured goods such as automobiles
 - D. high interest rates charged by banks for consumer and business loans
5. The information in the article would be useful in explaining economic problems created by
 - A. the loss of freedom in a centrally planned economy
 - B. the boom-and-bust cycles of a free market economy
 - C. a high degree of government interference in a mixed economy
 - D. a high level of social program spending in a socialist economy
6. Karl Marx developed his economic theories as a result of his experience of the harsh economic conditions in Europe created by
 - A. fascist dictatorships
 - B. democratic socialism
 - C. laissez-faire capitalism
 - D. communist dictatorships

Use the following table to answer questions 7 and 8.

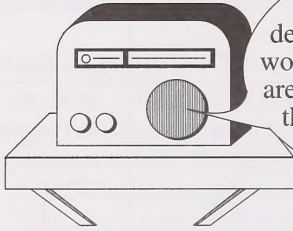
The Five Year Plans

	1927–28	1932	1937
Coal m. tonnes	35.4	64.3	128.0
Oil m. tonnes	11.7	21.4	28.5
Pig-iron m. tonnes	3.3	6.2	14.5
Steel m. tonnes	4.0	5.9	17.7
Electricity Thousand million kilowatt hrs.	5.0	17.0	36.2
Woollen cloth m. metres	97.0	93.3	108.3

—from *Russia In Change 1870–1945*

7. The table above provides information about economic performance in the Soviet Union under the leadership of
- A. Mikhail Gorbachev
 - B. Nikita Khrushchev
 - C. Vladimir Lenin
 - D. Josef Stalin
8. Statistics in this table support the conclusion that the Five Year Plans
- A. created a surplus of consumer goods
 - B. greatly increased Soviet industrial output
 - C. produced a surplus of agricultural produce
 - D. largely failed to improve the Soviet economy
-
9. Since 1990, governments in Canada have implemented economic policies that are designed to
- A. restrict international trade
 - B. nationalize unprofitable businesses
 - C. raise benefits to unemployed workers
 - D. reduce deficits through spending cuts

Use the following excerpt from a speech to answer questions 10 and 11.

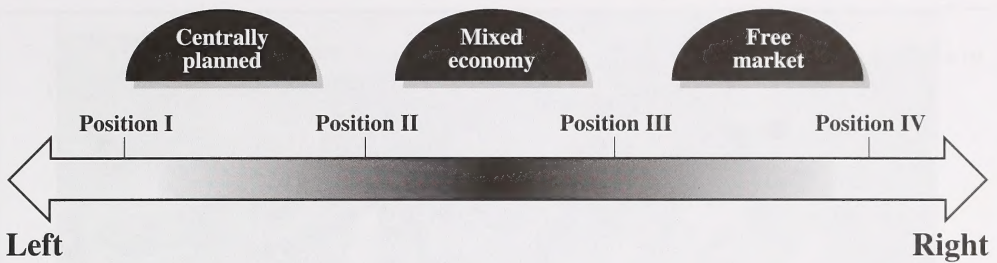


... we are giving opportunity of employment to a quarter of a million of the unemployed, especially the young ... who have dependents, to let them go into forestry and flood-prevention work. ... And in creating this Civilian Conservation Corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources, and at the same time we are relieving ... distress. This great group ... have entered upon their work on a purely voluntary basis. ...

10. The national leader who gave this speech was
- A. Joseph Stalin, Soviet leader
 - B. Mikhail Gorbachev, Soviet leader
 - C. Ronald Reagan, American president
 - D. Franklin Roosevelt, American president
11. To address the economic hardship indicated in this speech, the government
- A. used forceful measures to eliminate poverty
 - B. remained uninvolved in the operation of the marketplace
 - C. took an active role to reduce suffering and restore prosperity
 - D. protected manufacturers from competition with foreign producers
-
12. Democratic socialists support government involvement in the economy to ensure that
- A. private corporations are free to set prices based on consumer demand
 - B. citizens are protected from the consequences of extreme poverty
 - C. labour unions are prevented from organizing the workforce
 - D. state planners make most industrial production decisions

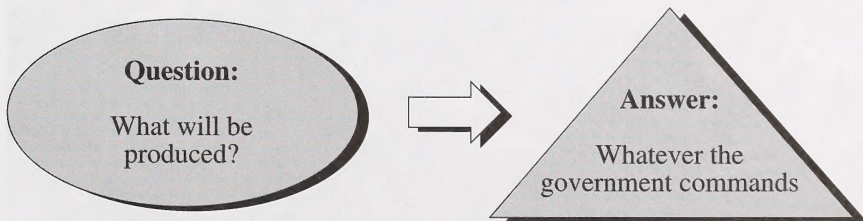
Use the following illustration to answer question 13.

An Economic Spectrum



13. Under perestroika, Mikhail Gorbachev introduced reforms to move the Soviet economy in which of the following directions on the above spectrum?
- A. From Position I toward the right
 - B. From Position II toward the left
 - C. From Position III toward the right
 - D. From Position IV toward the left
-
14. The main purpose of government in a model free market economy is to
- A. place tariffs on inexpensive foreign goods
 - B. use the taxation system to create income equality
 - C. pass laws to protect private property and freedom of contract
 - D. offer financial support to unemployed and low-income citizens

Use the following information to answer question 15.



15. The answer provided above is typical in a nation with a
- A. mixed economy
 - B. capitalist economy
 - C. free market economy
 - D. centrally planned economy

Use the following photographs to complete Writing Assignment I on page 7.

Photograph I



A family enjoying a picnic in Saskatchewan, 1920

—from *The Confident Years: Canada in the 1920s*

Photograph II



A Saskatchewan farm family forced to abandon their land,
looking for a new farm near Edmonton, 1934

—from *Spotlight Canada*

The photos on page 6 show contrast in economic conditions that existed in Canada in the 1920s and the 1930s.

What idea(s) do the photographs communicate to you about changing economic conditions in a capitalist economy?

Write a composition in which you

- **identify and explain** the idea(s) conveyed in the photographs
- **support** your explanation by referring to details in the photographs and/or to your understanding of social studies

Reminders for Writing

- **Remember** that the questions in Section One may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

Written Work

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Written Work

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This is the end of Section One.

Section Two: Political Systems

*P*ower *O*rder *L*aws *I*deologies *T*raditions *I*nstitutions *C*hanges *S*ecurity

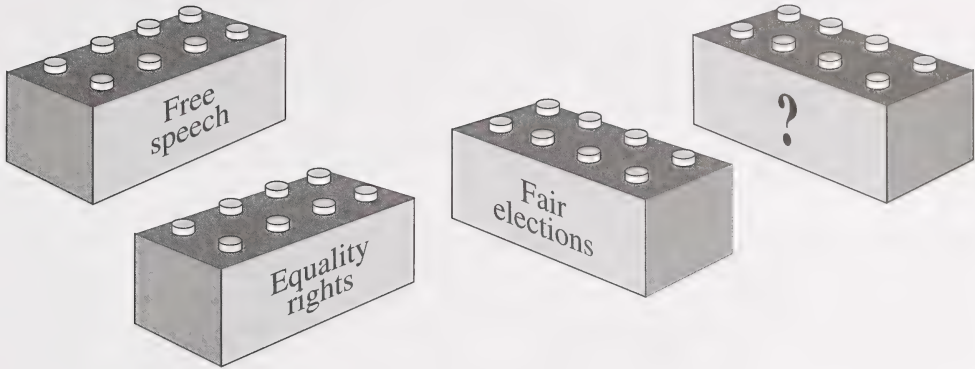
has a **major
influence** on your life!

**Questions 16 to 30 and Writing Assignment II
focus on political systems and issues.**

16. A political ideology is **best** defined as a set of
- A. beliefs about the roles of, and relationships between, government and people
 - B. statements describing the duties of elected officials and civil servants
 - C. statements supporting the preservation of minority rights in a society
 - D. codified laws defining criminal behaviours and appropriate penalties
17. In a dictatorship, human rights are often limited in order to
- A. expand the power of the court system
 - B. allow the government to maintain control
 - C. create competition for political leadership
 - D. ensure that all citizens have economic security
18. The Canadian government attempts to ensure that each federal constituency
- A. represents a specific ethnic group
 - B. includes territory from two or more provinces
 - C. contains approximately the same number of voters
 - D. groups together citizens with similar political beliefs

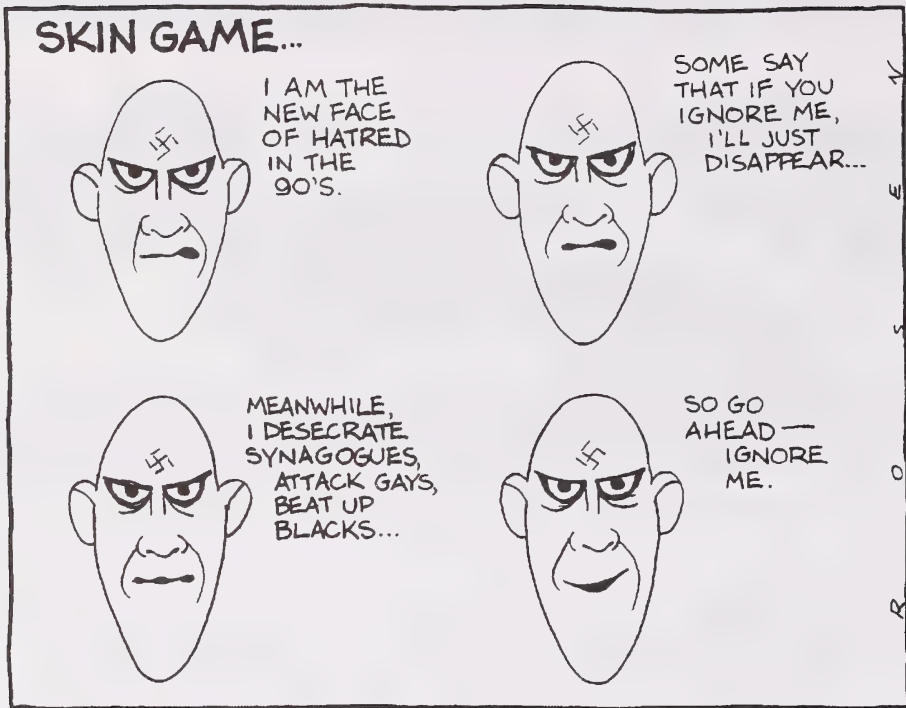
Use the following illustration to answer question 19.

Some Building Blocks of Democracy



19. Which of the following terms should replace the question mark?
- A. Elite rule
 - B. Scapegoating
 - C. Indoctrination
 - D. Independent courts
-
20. In dictatorships, one purpose of national elections is to
- A. provide citizens with a sense of political involvement
 - B. encourage public discussion of government policies
 - C. preserve decision making by majority rule
 - D. change political leadership peacefully
21. Which of the following questions has caused heated public debate in Canada over the appropriate balance between protecting public safety and preserving individual rights?
- A. Should trade with other nations be expanded?
 - B. Should government reduce health-care spending?
 - C. Should amendments be made to the Canadian constitution?
 - D. Should citizens' access to firearms be more strictly regulated?

Use the following cartoon to answer questions 22 to 24.



—from *Portfolio 10*

22. This cartoon raises concern over a resurgence of support for
- A. socialist goals
 - B. fascist attitudes
 - C. nationalist ideals
 - D. communist beliefs
23. The character in the cartoon refers to which action that commonly occurs in a dictatorship?
- A. Controlling media
 - B. Manipulating elections
 - C. Appealing to national pride
 - D. Persecuting visible minorities

24. This cartoon would be an appropriate resource to use in a report about the

- A.** rise of right-wing extremists
 - B.** historic roots of political liberalism
 - C.** growing popularity of Marxist ideology
 - D.** traditional attitudes of moderate conservatives
-

25. In the United States, the right of veto means that the president has the constitutional power to

- A.** remove from office any congressman who is critical of presidential decisions
- B.** call a national election before the completion of a four-year term
- C.** refuse to sign into law any legislation passed by Congress
- D.** abolish the Supreme Court if it makes unpopular rulings

26. Which of the following statements corresponds correctly to the nation identified beside it?

- A.** Under Hitler's rule, the German government discouraged young people from becoming politically active.



Nazi Germany

- B.** Josef Stalin relaxed the strict restrictions on Soviet citizens that had been put in place by Vladimir Lenin.



Soviet Union

- C.** The president is selected from among the members of the majority party in the United States Congress.



United States

- D.** The prime minister is a sitting member of parliament and is directly involved in daily debates and question period.



Canada

Use the following chart to answer questions 27 and 28.

Actions of Some Dictators	Dictator			
	I	II	III	IV
Rose to power in a nation that was a democracy	✓		✓	
Competed in democratic elections to gain control	✓	✓	✓	
Used purges to eliminate political opponents	✓	✓	✓	✓
Urged the public to adopt racist ideas and beliefs	✓			
Brought in economic measures to eliminate private property		✓	✓	✓
Expanded the borders of the nation	✓	✓	✓	
Died while still the nation's leader	✓		✓	✓

27. In this chart, Adolf Hitler is represented as

- A. Dictator I
- B. Dictator II
- C. Dictator III
- D. Dictator IV

28. According to the chart, all four dictators

- A. invaded other territories
- B. used violence to maintain control
- C. rose to power in democratic nations
- D. were still rulers at the time of their deaths

Use the following newspaper headlines to answer question 29.



29. Which newspaper displays a headline indicating an event that would **not** occur in Canada?

- A. The Times
 - B. The Daily
 - C. The Leader
 - D. The Herald
-

30. As leader of the Bolsheviks, Vladimir Lenin

- A. outlined communist theory in *The Communist Manifesto* in 1848
- B. declared war on the Axis alliance at the beginning of the First World War
- C. seized control of Russia and established a communist dictatorship in 1917
- D. used force to collectivize Soviet agriculture in the 1930s

The following opinion survey is provided to help focus your thoughts on Writing Assignment II on page 17.

What do you think about government control?

Check the appropriate boxes below.

	YES	NO	UNDECIDED
1. Should governments have the right to censor information available on the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Should people be able to travel freely within their nation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Should nations have secret police forces to monitor the activities of their citizens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Should artists be able to display or perform their work regardless of its content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Should the media be free to report on all court proceedings no matter how sensitive the details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Should governments control citizens' access to weapons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Should people have the right to organize political movements no matter what beliefs the movements promote?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The opinion survey on page 16 raises some important questions about the relationship between government control and individual rights. Citizens have a wide variety of viewpoints on this issue.

How much control should a government have over the activities of citizens?

Write a composition in which you

- **identify and explain** your opinion on this issue
- **give reasons** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Two and the survey on page 16 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
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Written Work

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This is the end of Section Two.

Section Three: The Interaction of Nations (1919 to 1945)



Neville Chamberlain, British Prime Minister, receives an enthusiastic response at home after meeting with Hitler.

Diplomatic efforts failed to prevent the Second World War.

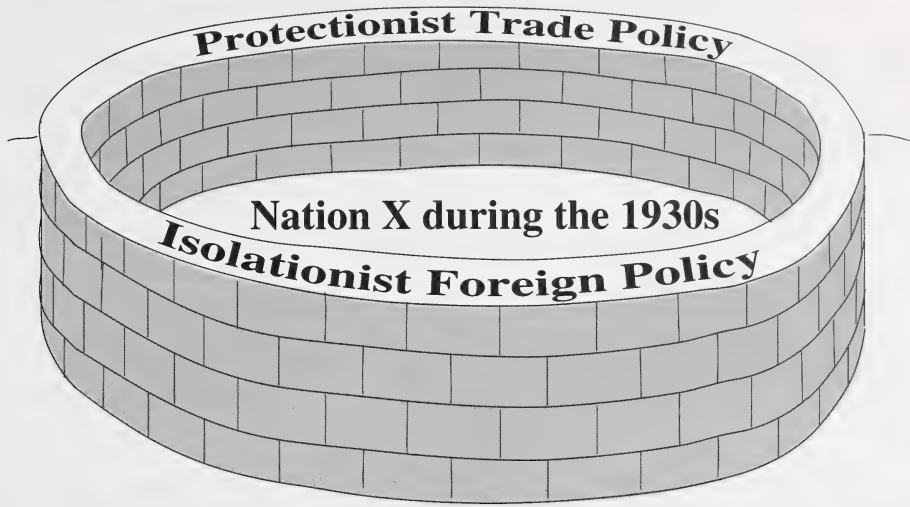
Questions 31 to 40 and Writing Assignment III focus on the period between 1919 and 1945.

Use the following maps to answer question 31.



31. Which of the following statements is true of these three nations following the peace settlements of the First World War?
- A. Each emerged as a nation on the map of Europe.
 - B. Each was refused membership in the League of Nations.
 - C. Together, they formed a military alliance against France.
 - D. They were each occupied by British and French armed forces.

Use the following illustration to answer question 32.



32. As represented above, Nation X is

- A. Spain
 - B. Canada
 - C. Great Britain
 - D. the United States
-

33. The League of Nations was intended to be

- A. a free trade zone promoting global interdependence
- B. a military alliance system protecting European borders
- C. an organization using collective security to maintain global peace
- D. an organization with the primary purpose of ending the Great Depression

34. Which nation attempted to preserve its security by ensuring that Germany demilitarize the Rhineland and by building a massive fortress called the Maginot Line?
- A. France
 - B. Poland
 - C. Czechoslovakia
 - D. The Soviet Union

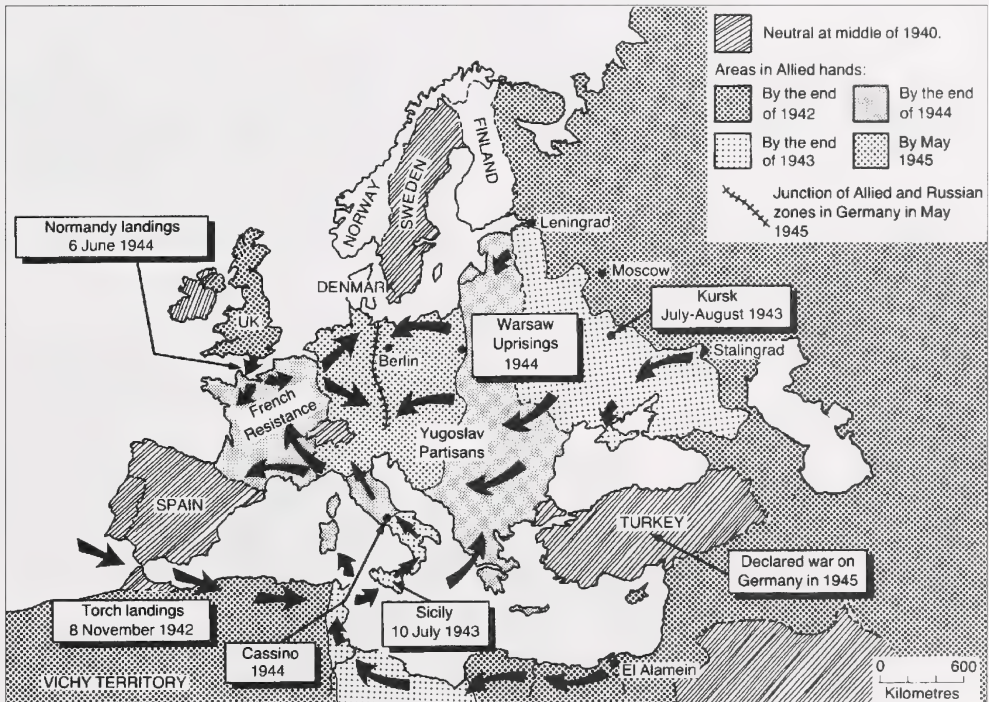
Use the following excerpt from a speech to answer question 35.



35. The statements above were made by
- A. Adolf Hitler, German Führer
 - B. Benito Mussolini, Italian Prime Minister
 - C. Franklin D. Roosevelt, American President
 - D. Neville Chamberlain, British Prime Minister

36. A reason for Japan's 1941 attack on the American naval base at Pearl Harbor was to
- A. get revenge for previous American air raids on Japan
 - B. destroy American defences before Japanese troops invaded Hawaii
 - C. delay the American effort to stop Japanese expansion in Southeast Asia
 - D. weaken the American forces preparing for an invasion of Nazi-occupied Europe

Use the following map to answer question 37.



—from *The Modern World Since 1917*

37. The **best** title for this map is
- A. Stalemate: The Static Fronts
 - B. Blitzkrieg: German Armies' Advance
 - C. The Allied Advance: The Axis' Defeat
 - D. Post-War Europe: The Victors Claim New Territory

Use the following fictitious newspaper editorial to answer questions 38 to 40 and to focus your thoughts on Writing Assignment III.

Editorial

In defence of Neville Chamberlain and appeasement

Many historians associate Neville Chamberlain and his use of appeasement with failure. It is time to rethink this judgement. It is time to speak in defence of appeasement.

In the late 1930s, when Hitler made territorial demands beyond Germany's borders, few national leaders were willing to stand up to his demands. The role of chief negotiator fell to Neville Chamberlain, the British Prime Minister.

The British people had witnessed the destruction caused by the First World War and feared the consequences for their country and Europe if another war broke out. Chamberlain knew that Germany had been treated harshly in 1919, perhaps too harshly, and that this treatment had caused great resentment, anger, and bitterness among the German people. Chamberlain was expected to negotiate with the ultimate representative of German hostility—Adolf Hitler.

As Hitler made increasing demands for territory, Chamberlain, representing the British people, felt he had no choice but to “appease” Hitler to prevent war. The only alternative seemed to be an immediate confrontation that would lead to a war

that Germany appeared better prepared to fight, and that most British citizens wanted to avoid at all costs. Chamberlain used his best diplomatic skills to negotiate and to buy time for Britain to rearm and prepare for war, but hoped that war could be avoided. Unfortunately, war was not avoided, only delayed until Hitler put into effect his plans for Nazi expansion.

Chamberlain cannot be blamed for his reasonable and honest diplomatic attempts. He was, after all, negotiating with a dishonest and unreasonable

dictator. Chamberlain was faithfully representing the wishes of the people who had elected him. Perhaps he was an idealist for believing that peace could best be accomplished by conducting calm and rational negotiations,

but he should not be faulted for that. His efforts and ideals should be applauded, not condemned.

Since 1945, it has become more obvious that maintaining world peace requires the willingness to compromise. To settle differences, there must be give and take between potential enemies. Appeasement should not be viewed as one of history's great failures. It should be viewed once again as a model of diplomacy that leaders and nations can use to stop aggression and avoid war.



38. The editor suggests that the most important reason that Chamberlain followed a policy of appeasement was to
- A. create a buffer zone between Britain and the Soviet Union
 - B. avoid the devastation of a major international conflict
 - C. prevent Germany from expanding its territory
 - D. satisfy the demands of Britain's allies
39. Which statement from the editorial **best** explains why appeasement failed to prevent the Second World War?
- A. "Chamberlain used his best diplomatic skills to negotiate . . ."
 - B. "The only alternative seemed to be an immediate confrontation . . ."
 - C. ". . . few national leaders were willing to stand up to his demands."
 - D. "He was, after all, negotiating with a dishonest and unreasonable dictator."
40. Information in the editorial suggests that, at the time, most British citizens viewed appeasement with
- A. suspicion, since they believed Hitler could not be trusted
 - B. favour, since it offered the possibility of preserving peace in Europe
 - C. anger, since much of the population wanted another war with Germany
 - D. indifference, since citizens were unaware of the negotiations with Hitler

The editor concludes that appeasement has been unfairly criticized as a foreign policy.

Do you agree with the editor’s conclusion that appeasement can be an effective way to “stop aggression and avoid war”? Why?

Write a letter to the editor in which you

- **identify and explain** your viewpoint on the editor’s conclusion
- **give reasons** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Three and the editorial on page 24 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Letter** format is provided beginning on page 27.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.
- **Sign** your letter KELLY LEE.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

Written Work

To the Editor:

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Continued

Written Work

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This is the end of Section Three.

Section Four: The Cold War

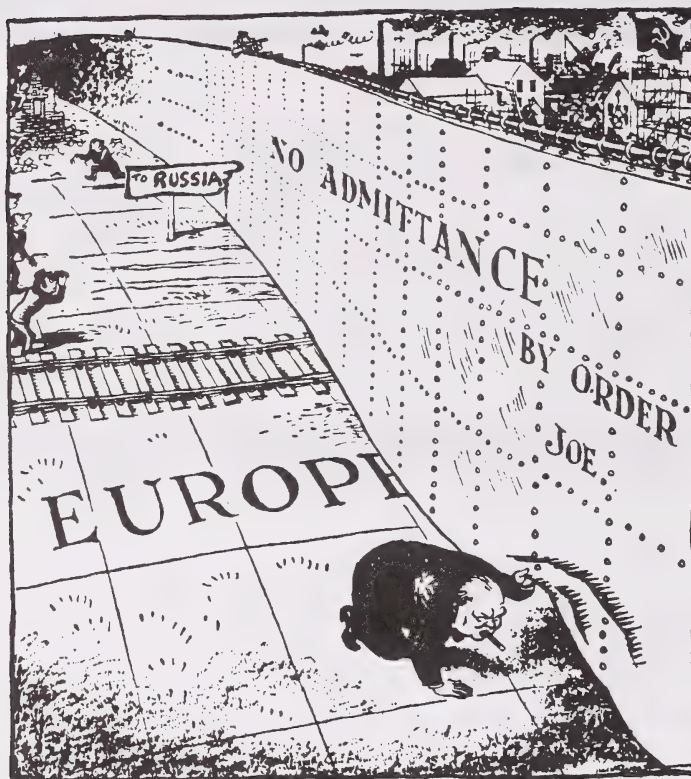
Cold War confrontations occurred in many locations around the world.



Questions 41 to 50 focus on the Cold War period.

41. The Cold War resulted **most clearly** from
- A. ethnic disputes
 - B. economic depression
 - C. historical antagonism
 - D. ideological differences
42. During the Cold War, the United States established a military balance of power with the Soviet Union by maintaining superior
- A. nuclear weapons
 - B. tanks and artillery
 - C. fighter aircraft
 - D. armed forces
43. The American policy of containment was designed to
- A. encourage political cooperation between East and West bloc nations
 - B. promote the United Nations as the best agency to preserve peace
 - C. halt the expansion of communist influence around the globe
 - D. discourage nations from testing nuclear weapons

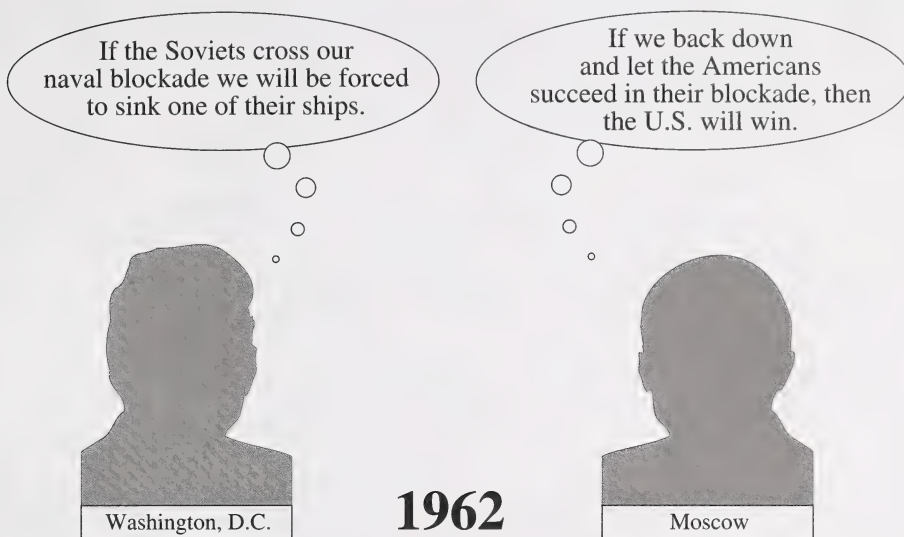
Use the following cartoon to answer questions 44 and 45.



—from *European History 1815–1949*

44. This cartoon suggests that Western leaders were
- A. convinced that communist spies had infiltrated their nations
 - B. suspicious of activities in the nations of Eastern Europe
 - C. determined to take the lead in the nuclear arms race
 - D. willing to cooperate rather than cause tension
45. Which of the following is the **best** caption for the cartoon?
- A. Churchill Seeks an Ally
 - B. Building the Berlin Wall
 - C. The Warsaw Pact is Created
 - D. Peek Under the Iron Curtain

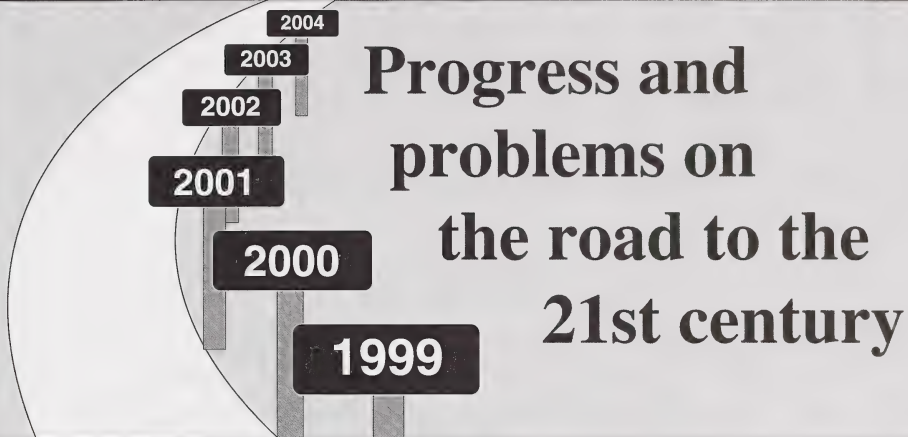
Use the following illustration to answer questions 46 and 47.



46. The figures represented above are those of
- A. John F. Kennedy and Nikita Khrushchev
 - B. George Bush and Mikhail Gorbachev
 - C. Richard Nixon and Leonid Brezhnev
 - D. Ronald Reagan and Yuri Andropov
47. The diplomatic technique demonstrated in this illustration is known as
- A. coexistence
 - B. isolationism
 - C. appeasement
 - D. brinkmanship
-
48. Guerrilla warfare and difficult terrain frustrated Soviet military efforts to defeat rebel forces during the 1980s in
- A. Iran
 - B. China
 - C. Afghanistan
 - D. Czechoslovakia

49. The dismantling of the Berlin Wall in 1989 symbolized the
- A. end of the Cold War
 - B. declining importance of NATO
 - C. growth of Soviet power globally
 - D. increasing influence of the Greenpeace Foundation
50. By operating military bases in Europe from the 1950s to the 1990s, Canada demonstrated its commitment as a member of the
- A. NATO alliance
 - B. Norad defense system
 - C. Commonwealth of Nations
 - D. European Economic Community

Section Five: The Contemporary World



Questions 51 to 60 and Writing Assignment IV focus on contemporary issues of peace and security.

51. By the mid-1990s, Canada, Mexico, and the United States had formally agreed to
- A. form a military alliance
 - B. establish a free trade zone
 - C. create a common currency
 - D. adopt a single North American passport
52. *In the fall of 1995, France conducted a series of seabed nuclear tests in the South Pacific. Organizations and nations around the world opposed and condemned these actions.*

The international reaction to the tests described above was **most likely** motivated by a belief that such tests

- A. are unnecessary in the post-Cold War world
- B. have been made obsolete by newer technologies
- C. should be conducted only on land or in the atmosphere
- D. indicate preparations to use force to expand France's borders

53. Which Middle East nation was created in 1948 from British-controlled Palestine?

- A. Iraq
- B. Israel
- C. Egypt
- D. Saudi Arabia

Use the following headlines to answer question 54.



54. Which of the following statements about the contemporary world is **most strongly** supported by the stories associated with these headlines?

- A. International conferences encourage national leaders to discuss important economic issues.
- B. Nations that resist new technological developments will lose competitiveness in world markets.
- C. Nations that violate human rights often face sanctions by the international community.
- D. International economic activity is increasing interdependence among nations.

55. Amnesty International becomes involved when the citizens of a nation are
- A. hurt or displaced by natural disasters
 - B. prevented from organizing revolutionary forces
 - C. exposed to dangerously high levels of pollution
 - D. punished by government forces for their political beliefs
56. Since the late 1980s, Canadian military personnel have been primarily involved in
- A. maintaining a military blockade around Cuba
 - B. supervising Soviet troop withdrawals from Eastern Europe
 - C. fulfilling Canada's NATO commitments in Western Europe
 - D. supporting United Nations peacekeeping and humanitarian efforts

Use the following information to answer question 57.



The flag of the European Union: each star represents a member nation.

57. The arrangement of stars on the flag symbolizes European Union efforts to
- A. create unity by promoting economic cooperation among member nations
 - B. isolate member nations from international economic relations
 - C. create a powerful and aggressive military alliance
 - D. eliminate the need for the United Nations
-
58. Which part of the United Nations is **most similar** in function to the Canadian House of Commons?
- A. Secretariat
 - B. Security Council
 - C. General Assembly
 - D. International Court of Justice

Use the following information to answer questions 59 and 60.



In January 1992, the Secretary General of the United Nations drew up a plan for reform. A central part of this plan was called the “Agenda for Peace.” Under this agenda, the business of making and keeping peace has four stages:

- | | |
|-----------|---|
| Stage I | Preventative diplomacy aims to stop disputes before they start. |
| Stage II | Peacemaking is action taken to stop conflicts after they start. |
| Stage III | Peacekeeping means putting people in the field to keep warring parties apart. |
| Stage IV | Peace building involves putting structures in place to help keep the peace and stop wars from restarting. |

—from *Canada and the World*

59. Aggressive responses taken by the United Nations in Korea (1950) and against Iraq (1991) demonstrated which stage listed above?
- A. Stage I
 - B. Stage II
 - C. Stage III
 - D. Stage IV
60. When the United Nations deals with conflicts at Stage I, the intention is to avoid the
- A. attention of the media
 - B. high cost of armed conflict
 - C. involvement of superpowers
 - D. use of international negotiations

What efforts have nations made to encourage international cooperation?

Write a composition in which you

- **identify and explain** how nations have encouraged international cooperation
- **support** your explanation

Reminders for Writing

- **Remember** that the questions in Section Five may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your finished work here.
You may make corrections directly on your printed page(s).*

Written Work

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This is the end of the examination. You may wish to take the time to review your multiple-choice answers and revise your written work.

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